

# MCD UPDATE

Division of Special Education, Los Angeles Unified School District  
[March 2009]



## A Further Look at MCD Outcomes 1, 2, 3, and 4

In his February 4, 2009 report, the Independent Monitor (IM) reported the District's progress on Outcomes 2, 3, and 4. His findings were reflected in the February District-level MCD Progress Reports and the February *MCD Update*. In short, the District has shown continuing progress in Outcome 2 - Performance in Statewide Assessments, has met Outcome 3 - Graduation Rate, and has shown a decline in performance in Outcome 4 - Completion Rate.

Newly included in this month's MCD Progress Reports is the *District's* calculation of the 2007- 2008 school year Local District-level and school-level data on the following Outcomes:

- Outcome 1: Participation in the Statewide Assessment Program (based on STAR data)
- Outcome 2: Performance in Statewide Assessments (based on STAR data)
- Outcome 3: Graduation Rate (based on school submitted graduation data)\*
- Outcome 4: Completion Rate (based on school submitted completion data)\*

\*In the Independent Monitor's verification study of graduation and completion data for the class of 2008, he noted discrepancies in the student-level data at some schools. The Office of the Independent Monitor conducted further study of the data for each student in question to derive the accurate information. The IM was then able to calculate the District-level graduation rate of 41.66% , and the 52.5% completion rate, which he reported in his February 4, 2009 report. (See the February 2009 MCD Update for further details). Given the discrepancies in the student-level data noted by the Independent Monitor, and the District's attempt to report accurate graduation and completion data on the MCD Progress Reports at the Local District and school-level, further follow-up is needed in regards to the analysis of the data submitted by a number of senior high schools. Due to this factor, some senior high schools do not yet show data for Outcomes 3 and 4 on this month's MCD Progress Reports. As the analysis is completed that data will be added to future MCD Progress Reports. For MCD Progress Reporting purposes only, some schools may be called to clarify graduation and completion data submitted for the class of 2008.

Here are the MCD requirements to meet Outcomes 1, 2, 3 and 4:

- Outcome 1: 75% of students with disabilities in state-identified grade levels will participate in the statewide assessment program with no accommodations or standard accommodations. The percentage of students with disabilities participating in state-identified grade levels will be comparable to the percentage of non-disabled students participating in the statewide assessment program.
- Outcome 2: The percentage of students with disabilities in grades 2 – 11 participating in the California Standards Test (CST) whose scores place them in the combined rankings of Basic, Proficient, and Advanced will increase to at least 27.5% in English Language Arts and at least 30.2% in Mathematics.
- Outcome 3: The District shall increase the number of grade 12 students with disabilities that received diplomas to 39.79% by June 30, 2008 using the State of California methodology for calculating the graduation rate for students with disabilities.
- Outcome 4: The District's completion rate shall increase based on an increase in the number of students who graduate with a diploma, receive a certificate of completion or age out, or drop out (grades 7 – 12).

## **REMINDER: Outcome 13 Services Study**

The Modified Consent Decree requires that the Research and Planning Division conduct a District-wide study during the 2008-2009 school year to measure the delivery of services for students with disabilities in accordance with their Individualized Education Programs (IEPs). This school year a random sample of approximately 4,900 students is part of the study. To conduct this study the Research and Planning Division is entitled to access all District records and data, including student records. Service tracking logs will be reviewed and in some cases unannounced school visits will be conducted to review student records such as IEPs, observe in classrooms, and observe provider services. Please refer to MEM-4546.0 dated November 3, 2008 for additional information.

## **Other Important Special Education Information:**

Effective December 31, 2008, the parent of a child with an IEP may revoke consent, in writing, for the continued provision of special education and related services. This action ceases all special education and related services for the student. The student reverts back to being a general education student with all the requirements of general education. This is solely a parent initiated decision and should not be proposed or recommended by District staff.

Do not convene an IEP meeting. Cessation of the student's special education and related services and the student's return to general education does not need to be documented in an IEP. A Bulletin regarding how to proceed when a parent requests revocation of consent for continued special education and related services will be published in March 2009. In the interim, when a parent requests revocation of consent for continued special education and related services, contact your Support Unit Administrator to obtain the Prior Written Notice form and directions on how to initiate the procedures below.

- This provision applies to students who already have an IEP.
- If at anytime during the year, a parent requests revocation of consent for the continued provision of special education and related services, the parent is to provide that dated request to the school in writing, with a signature. That written request can be written on anything the parent chooses to write it on.
- At that point, the school is required to provide the parent with the Prior Written Notice form. The District has 5 business days to do so. The District is to complete the form so that it informs the parent as to the consequences for the child of revoking consent for the continued provision of special education and related services, namely, all special education and related services end. The student reverts back to being a general education student with all the requirements of general education.
- Once the parent receives the Prior Written Notice form from the District, the parent has fifteen days to respond.
  - On page two of the form, the parent can check the box indicating again the request to revoke consent for continued provision for special education and related services. Once the parent returns the form with this checked, services immediately cease. The school is to work with the Support Unit to end all special education and related services and the student goes "back" to general education at the school he/she would have attended if he/she did not have an IEP. The current school also contacts the Welligent Support Section at (213) 241-4174 and receives direction to fax that office the parent request to revoke and the Prior Written Notice form. The Welligent Support Section will then inactivate the student's IEP.
  - The parent can choose not to return the form. The District has met its obligation of providing Prior Written Notice. If the parent does not return the form within 15 days, on day 16 all special education and related services stop and the actions from the item above are to be carried out.
  - On page 2 of the form the parent (within 15 days) can indicate he or she no longer wants to revoke consent for continued provision of special education and related services. If the parent checks that box and returns it within 15 days, nothing happens and the child remains in special education.